

*Respectful Cultural Approaches  
in Evaluation Practice:  
Where is the dotted line....?*

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# From the perspective of a Maori

No Te Tairāwhiti tōku pāpā

Ko Ngāti Porou tōna iwi

Ko Te Aitanga a Mate te hapū

No Te Taitokerau tōku māmā

Ko Ngāti Hine tōna iwi

Ko Te Orewai te hapū

Ko Vivienne Kennedy ahau



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# Kaupapa Māori approach

- Ensures the legitimacy for Māori worldviews, knowledge and ways of being (Smith, 1990)
- Is concerned with social change; the ‘striving of Māori for positioning on their terms’ within mainstream (Cram, 2004, p4)
- Moves away from the deficit model which characterises Māori as ‘underachievers’ and as being ‘culturally disadvantaged’ (Pihama & Gardiner, 2005).

# From the perspective of a Pākehā

Locating myself as Pākehā

Not universally agreed

1. Offensive
2. A broad ethnic label
3. A definite position within the debates around indigeneity

(Spoonley, 2005)

Pākehā vs. general population



# Working respectfully within my (Māori) culture

- Connections and relationships matter
- Principles, values and guidelines – Kennedy, & Wehipeihana (2006), Smith (1999), Cram (2001)
- Appropriate skills and experience



Laurie & Lynette Porima, Fiona Cram, Nan Wehipeihana, Viv Kennedy & Kataraina Pipi. Pipiwai, Northland, 2007

# Working respectfully within my (Pākehā) culture

## Key themes

- Honesty and openness
- Making a personal connection
- Allowing everyone's voice to be heard
- Participant values and priorities
- Contributing to decision-making
- Mindfulness about culture
- Creating a comfortable space



# Working respectfully outside of my (Māori) cultural context

- Professional persona
- Cultural expectations
- Biculturalism - walking in both worlds
- Making an effort



# Working respectfully outside of my (Pākehā) culture

Locating the role of Pākehā researchers outside Māori-centred research (general population / inter-cultural)

Cultural Competence

SPEaR Good Practice Guidelines

- respect – integrity – responsiveness – competency - reciprocity

anzea Proposed Competency Domains

- contextual analysis and engagement
- systematic evaluative inquiry
- evaluation project management and professional practice
- reflective practice and professional development

Roles of practitioners, profession, commissioners, funders



# Reflections - common points

- Primary concern for people
- Relationships are important
- Values base
- Practice Guidelines



# Reflections - contrasting points

- Different cultural value and belief systems
- Defining the cultural context – Māori and Pākehā/ general population
- Research & Evaluation guidelines in contrast with indigenous guidelines & principles



# Use of evaluation approaches in inter-cultural contexts

- Participatory Approaches – stakeholder involvement
- Culturally Responsive Evaluation - (Frierson, Hood & Hughes, 2002)
- Value-engaged – honouring values & ways of knowing (Greene)
- Transformative Paradigm – social justice & human rights for the oppressed, discriminated & marginalised (Mertens)

# Where is the dotted line....?

- Appropriateness
- Being culturally, ethically and technically competent
- Evaluation approaches that support working respectfully in intercultural contexts
- Reflective practice
- .... 'It depends' (Jean King)

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